

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

**SW PRACTICE IN ORGANIZATIONS & COMMUNITIES
SWK 6035
SPRING 2017**

COURSE DESCRIPTION

This course will address the purposes and skills of program development and community organizing for social workers whose primary practice and interest is working with individuals and families. The historical aspects of community organizing, social action and clinical practice in the countries represented in class will be explored.

We will utilize interactive, didactic and social media formats as well as active application of the community organizing phases and skills in assessing specific problems, strengths, and service needs of the Washington Heights community and its neighborhoods. The processes and lessons learned will be framed so that students can replicate them in their own agencies and communities as they practice in both micro and macro environments.

PLAGIARISM

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

HIPAA ALERT

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the

person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

CONFIDENTIALITY

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

STUDENTS WITH DISABILITIES

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

E-RES (Electronic Reserve)

Most of the articles mentioned in the curriculum are available on electronic reserve [E-RES]. You can access the full text articles from your home or from a university computer at no charge.

How do I Use E-RES?

1. Go to the library's online resources page:
http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RES. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password.
3. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
4. Click on the link to your course.
5. Enter the password given to you by your instructor.
6. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.

7. When the article text or book record appears on the screen, you can print, email, or save it to disk.

To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

COURSE ASSIGNMENTS

There will be two primary written assignments in this course and one verbal presentation to the class. Each will reflect the work being done and the observations and learnings experienced by the students.

Assignment One

Journaling – this will be a weekly journal entry based on the reflections of the student from the readings, discussions and observations within the Washington heights community. The journal will have a minimum of 7 entries in total and will be given to the professor on two separate dates; one at the end of week three (with at least three entries) and one on the final day of class. Journals will include references from the readings (assigned and otherwise) and be written using APA style.

It is recommended that a first entry include brief reports from New York City and home town newspapers that relate to social work practice in organizations and communities.

Assignment Two

A final paper will be due the next to last day of class and will describe the student's observations about the community including:

1. a partial community mapping
2. summary and observations of locations visited
3. community assessment using one of the models presented in class
4. descriptions of power and privilege issues observed and senses in agency and community visits
5. Identification of 2-3 services most needed for the community studied: what the benefits would be to the community and what additional issues might the service provisions raise

Course Outline

Sessions 1-2

Beginnings

- Introductions
- Course Objectives

- Practice assignments
- History of social work connecting community and clinical social work practices: Settlement movement in USA and psychodynamic clinical practice tied in with Person in Environment (PIE) and Ecological perspective of today
- Why inclusion of organizations and communities together
- Introduction to community social work: Definitions, macro/micro practice connections

Required Readings

Burghardt, S., (2014), Macro practice in social work for the 21st Century, “*Developing pre-engagement skills through an understanding of context,*” Chapter 2, pp. 32-52.

Kirst-Ashman, K.K. & Hull, G.H. (2009), Generalist practice with organizations and communities, “Introduction to Generalist Practice with Organizations and Communities” (Chapter 1), and “Using Micro Skills in the Macro Environment,” (Chapter 2).

New York Times and newspapers from hometown communities for the week preceding the start of class

Sessions 2- 3

- CO Process models: purpose of community assessments; how to conduct community assessments (Kettner, Mizrahi and Kirst-Ashman models); understanding the basic criteria of each model

Required readings

Mizrahi, T. “Basic organizing principles of practice,” Social Workers Desk Reference, 2nd edition, NY: Oxford Press

Netting, F.E., Kettner & McMurty, (2008), Social Work Macro Practice (4th edition), “Assessing communities” and “Framework for assessment,” NY: Pearson, Allyn & Bacon.

Nicotera, N., “The child’s view of neighborhood: Assessing a neglected element in direct social work practice.” *Journal of Human Behavior in the Social Environment*, 11(3/4), pp 105-133.

Session 4

- Community exploration
- Utilizing already developed models for community assessments , understanding what criteria to utilize and how to develop relationships with the community/agency being studied

- Assessing individuals /families within the context of the community looking at case to cause and the reverse of cause to case.

Required Readings

Krist-Ashman, *Understanding Neighborhoods and Communities*, Chapter 8.

Session 5

- Management practice models: hierarchical and participatory: begins in depth exploration of agency based practices. We will study how agencies, communities and individuals/families intersect,

Required readings

Krist-Ashman, *Understanding Organizations*, Chapter 4.

Sessions 6-8

Community walk and classroom learning: first hand experience of a mixed racial, ethnic, and age community, its history, neighborhoods, layout of needed services and current changes being experienced

- Learning the interrelationship between community and agencies; the flow and patterning of a community and how that relates to specific populations and historical trends
- The Washington Heights Community: its history and current demographics

Required Readings

Maybe some background readings about Washington Heights

Sessions 9-10

Key terms and their use in community based social work practice (agency visits and class room work):

- Politics, Power
- Leadership, Management
- Use of self: boundaries

Required readings

Epstein, R.M., "Mindful Practice," *The Journal of the American Medical Association* (1999) 282, pp 833-839.

Gabarro, John J. & Kotter, John, P., "Managing your boss," *Harvard Business Review* (Jan-Feb 2005) pp. 92-100.

Goleman, D. "What makes a leader," *Harvard Business Review*, (Nov-Dec 1998) pp 93-102.

Hill, Linda & Lineback, K., "Are you a good boss or a great boss," *Harvard Business Review* (Jan-Feb 2011) pp.48-56

Krist-Ashman, Power and politics in Organizations, Empowerment of Clients on a Macro Level and Community Political Systems and Power in the Community, pp 146-151; 170-171; 293-296.

Sue, Wing et al, "Racial micro-aggressions in everyday life: Implications for clinical practice," (2007). *American Psychologist*, 62 (4).

Session 11

- Social work values and ethics within organizational and community work

Required readings

Krist-Ashman, "Ethics and ethical dilemmas in macro practice, Chapter 12.

Sessions 12-13

- Class presentations

Class 14 last class

- Macro practice evaluation
- Summary work: capturing principles learned, connections among clinical, group and community social work from a clinical practice perspective
- Class evaluation

Required Readings

Krist-Ashman, Evaluating Macro practice, Chapter 10

Netting, F.E., & O'Connor, M.K. (2008) "Recognizing the need for evidence-based macro practices in organizational and community settings." *Journal of Evidence – Based Social Work*, 5 (3/4).